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ABSTRACT

Educational needs of AFL-CIO union members in southeast Florida were surveyed. Of the two union locals surveyed in Dade and Broward counties, 424 questionnaire responses were received. Findings include the following: 86.3 percent were not attending a college or university; 62.5 percent would have three hours or more on the weekend to devote to learning; 72.9 percent would have three hours or more to devote to learning during the work week; 20.8 percent rated "improving general knowledge" as the number one reason for learning; 36.6 rated "learning to communicate" as the number one reason for learning; 39.41 percent rated "learning about the business you work in" as the number one reason; only 5.7 percent had not completed high school; and 65.8 percent wanted to obtain a degree. Information is also presented on academic areas of interest; physical location of classes; and age and sex of respondents. Based on the survey results, it is recommended that a four-year degree program be developed that emphasizes business, personal relations, data processing, writing skills, and electronics. The classes would be offered in smaller blocks than those for the traditional full-time attending student, and courses would be offered through a combination of on-campus, independent study, and television and radio programs. A bibliography and questionnaire are appended. (SW)

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DETERMINING EDUCATIONAL NEEDS OF
AFL-CIO UNION MEMBERS IN SOUTHEAST FLORIDA

A Report to the Board of Directors
of the Southeast Florida Educational Consortium

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as a Consultant under the direction of the Executive
Director of the Consortium and the special Task Force
for Non-traditional Education.

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DETERMINING EDUCATIONAL NEEDS OF
AFL-CIO UNION MEMBERS IN SOUTHEAST FLORIDA

INTRODUCTION

The nature of education in today's society requires that colleges remain aware of the needs of their consumers. Colleges must constantly determine what these needs are and try to provide services that are at the time and in the form where consumers can take advantage. This requirement should be causing colleges to be searching out new student markets and then determining the form of educational services that can be offered. This study describes the process and results of a system that evolved from the cooperative efforts of six colleges for determining the educational needs of AFL-CIO union workers in Dade and Broward Counties, Florida.

In establishing educational policy systems, it is important to be aware of these potential new markets and determine ways of reaching the market. As discussed by Dr. Robert McCabe, President of Miami-Dade Community College, on this particular module, it is important to realize the impact that the adult working students will have on education and the need for cooperation between the administrations in most productively using monies to serve these publics. He further has discussed the effect of the influence of outside agencies on the support of higher education.

This study analyzed the needs of a unique potential target student market. These potential students were the members of the AFL-CIO union in Broward and Dade Counties.

There is much literature which discusses the needs of the adult learner, the increasing importance of occupational education and the methods of serving these markets. The bibliography lists many of these references. Most important is through what system colleges can learn about the needs of these persons. The mechanism is market research, which is basically a business-derived term. It is used to determine whether potential consumers will want products of certain sizes, shapes, colors, and characteristics before the company spends large amounts of money with no ultimate purchasers. In education, the same situation exists. As producers of products, prior knowledge is important before using limited dollars.

Today's decision situations clearly require different forms of research. The future of enrollments is uncertain, and effectiveness is needed to maintain present enrollments. But how do you tell what is effective? Market research methods are now being considered. With the marketing approach, a responsive college can assess its functioning and image. This involves an evaluation process - knowing what is going on, who the constituents are, and what steps to take to be responsive.

But where does market research fit in as a part of the process? By definition, evaluation research compares a performance (or product) with a standard or value. Dollar costs have been one measure of utility, but dollar costs alone can be insensitive to key publics whose priorities matter. Market research makes up for this lack of sensitivity. By definition, market research compares a college's performance (or product) with the standard of constituent acceptability

and satisfaction. Market research discovers the values, attitudes, and priorities of groups concerned with outcomes of college performance: the college's students, board members, and support constituencies, as well as the general public.

.....
Twenty years from now, colleges that are alive and growing will be consciously responsive to their constituents. This means about the same thing as doing market research. Market research will be part of the higher education picture in the year 2000.

.....
 For effective marketing, each program and course must "fit" student needs such as these. The bridge is information. By getting the information needed for choices, the student is free to achieve his or her needs through college resources (people, buildings, functions, and so on) or channels for creativity.¹

The Open College at Broward Community College is one college's method of attempting to meet the unique needs of various student populations. The department offers credit classes in various disciplines through the non-traditional media of television, radio, newspaper, and independent study. Studies² have shown that 80% of the students in some of the non-traditional programs are working adults. Colleges are finding that, with the advancing average age of the population, this market needs to be analyzed to determine its educational needs.

At other colleges in Broward and Dade Counties there are departments with different titles that seek to

¹Paul G. Larkin, "Market Research Methods for Improving College Responsiveness," New Directions for Institutional Research: Developing a Total Marketing Plan (California: Jossey-Bass Inc., Publishers, 1979), pp. 12 and 13.

²Robert W. Meinhold, "Use of Student Survey to Evaluate Open College Program at Broward Community College."

reach these same markets. Rather than competitively exhausting the resources of these schools attempting to serve the same group of students, cooperative efforts have been formed. Many joint projects have been undertaken by the Southeast Florida Educational Consortium. This is a consortium of Broward Community College, Florida Atlantic University, Florida International University, Miami-Dade Community College, Nova University, and the University of Miami.

The institutional leaders of these colleges established a task force entitled "Non-traditional Education." One of the purposes was to evaluate the use of any forms of instruction, both traditional and non-traditional, to reach broad groups of adult learners. One of the methods that was suggested was the use of an educational package that is used at Wayne State University for the reaching of union employees. The main union that utilizes this package is the United Auto Workers (UAW).

The unions in South Florida are not as large and are quite varied in their composition. It was also determined that the cost of implementing a program like Wayne State would be too costly. It was decided that each of the colleges could use their individual non-traditional type programs to serve the South Florida AFL-CIO Union market if there were an actual need among its members.

To determine if there were a need for educational services, the members of the Non-traditional Educational Task Force made the decision to conduct a mail survey of members of the AFL-CIO to ascertain their need for such services. The number of potential students totals to 157,000 members in Broward and Dade Counties. This consists of a number of locals that support different trades. Some of the union locals are the Communication Workers of America, International Association of Machinists, Retail Clerks, and the International Association of Operating Engineers. With the support of Mr. Ed Stevenson, the head of the AFL-CIO in Dade County, and Mr. Andy Banks, from the Labor Center at Florida International University, a few of these locals were chosen to conduct the survey.

BACKGROUND AND SIGNIFICANCE

In reviewing the literature regarding the providing of educational services to non-traditional students, it was found that many informative articles have been written that describe the learner and the various programs that institutions offer. These articles have formed the framework for this study. The importance of developing an educational policy system to reach non-traditional learners, particularly the adult, is supported very clearly in a book entitled "Americans in Transition: Life Changes as Reasons for Adult Learning." The changing configuration of the national

population is creating the urgent necessity for reaching out to those populations who traditionally were not considered the college market. The book discusses the reasons why adults are prohibited from learning.

Why Some Adults Do Not Initiate Learning. K. Patricia Cross has examined the results of a number of surveys which offered non-learning adults a list of possible barriers and asked them to check off the ones that were stopping them from learning. Her analysis led her to classify such barriers into three groups:

.Situational barriers are those arising from one's situation in life at a given time, such as lack of time due to home or job responsibilities, lack of transportation, geographical isolation, lack of child care, etc.

.Dispositional barriers are those referring to attitudes about learning and perceptions of oneself as a learner. Feeling "too old" to learn, lack of confidence, and boredom with school are examples of dispositional barriers.

.Institutional barriers include those erected by learning institutions or agencies that exclude or discourage certain groups of learners because of such things as inconvenient schedules, full-time fees for part-time study, or restrictive locations.³

Attempting to meet the needs of new clientele has always been the challenge of education and particularly the community college. The use of the tremendous advances in technology combined with the unique needs of changing educational markets can be seen by the following two quotes. The first reference relates to the importance of

³Carol B. Aslanian and Henry M. Brickell, Americans in Transition: Life Changes as Reasons for Adult Learning, New York: College Entrance Examination Board, 1980, p. 14.

education utilizing the new technologies to reach previously unserved markets.

I'd like to see us face the tremendous impact of mass communication in our culture and begin to build a bridge between the classroom and technology..... I'm suggesting an interesting and exciting explosion of alternatives, and to me the central challenge in all of this is to ask precisely how the traditional forms of knowledge, the institutions we know and respect, can somehow come to terms with the explosions and alternatives that are going on beyond the classroom. I might say, parenthetically, I am depressed whenever these are presented as collision-course realities. Information will not go away. Television will not die. The printed page is going forward. Travel will continue to be expanded. What we need to do is understand how the structures that we know can link in and extend this.⁴

The second reference relates to the many barriers that adults face and how the utilization of alternative forms of learning will lead to greater acceptance and approval.

The desirability of alternative methods is not a matter of promoting non-traditional methods over the more traditional stand-bys. It is really a question of using alternative methods to overcome some of the major barriers to adult learning, such as inflexible schedules and inaccessible locations. The more flexible people can be in using the available methods alternatives, the greater their opportunities for learning. There is clear evidence that those who do participate in educational activities as adults use a greater variety of learning methods than either would-be learners or disinterested adults would prefer. The fact that they can utilize alternatives

⁴Keynote Speech by Dr. Ernest L. Boyer, then U.S. Commissioner of Education, at the 58th Annual American Association of Community/Junior Colleges Convention, April 9-12, 1978.

increases their opportunities which in turn increases their familiarity and acceptance of alternative methods. Once again, the familiar cycle is apparent; advantaged learners are in the best position to take advantage of learning opportunities.⁵

This study is not restricted to just determining the desire for programs in labor studies, but includes general education and consumer competency courses.

The extended hand to labor has been slower to emerge, and commonly the relationship, where established, has been with large unions with their own education units. Programs in labor studies designed to prepare personnel for the emerging permanent and professional positions within organized labor have been effected, but not on a large scale, and apparently more in four-year than in two-year institutions. Apprentice programs still represent a major point of contact between postsecondary occupational education and labor unions. Of growing interest are the basic literacy and consumer competence offerings under the community service and continuing education label. These provide either prerequisites to employment or more effective use of the dollars derived from employment.⁶

As was quoted in the previous section, it is growing more important for colleges to use marketing research to reach specific groups of adult learners and determine their needs and tailor programs to meet these needs. This study is developing a policy system for education to use in systematically reaching a previously unserved market.

⁵The Center for Research and Development in Higher Education of the University of California, An Evaluative Look at Nontraditional Postsecondary Education, 1979.

⁶John F. Grede, "Changing Form and Focus of Occupational Education," New Directions for Community Colleges: Occupational Education Today (California: Jossey-Bass Inc, Publishers, 1981), p. 6.

Another potential student market is the American worker. A recent survey by the National Manpower Institute found that only 4 percent of approximately 1.6 million workers eligible for tuition-aid plans offered by employers use them. A major cause for the nonuse, the report notes, is the indifference of management and union leaders, who believe that employees have little interest in pursuing education. In truth, employees have indicated great interest in continuing their education. A need exists, a market of considerable size is available, yet few institutions have availed themselves of this student pool. Penetration of the worker market by universities is still in its infancy stage. This market also deserves investigation by the institutional researcher, working in coordination with the admissions officer and continuing education personnel.⁷

PROCEDURES

Two union locals of the AFL-CIO were chosen as representative of the AFL-CIO membership. The membership of the Communication Workers of America (CWA) Local 3122 located in Dade County (2,200 members) and the International Union of Operating Engineers (IUOE) Local 675 located in Broward County (1,300 members) were surveyed to determine their educational needs. These two locals have a combined membership of 3,500 workers. The survey instrument (Appendix A) was developed by members of the Non-traditional Task Force and reworked several times prior to a pre-test with union members. The instrument was taken to a Union meeting of the International Association of Machinists and

⁷Gerald H. Gaither, "Some Tools and Techniques of Market Research for Students," New Directions for Institutional Research: Developing a Total Marketing Plan (California: Jossey-Bass Inc., Publishers, 1979), p. 54.

pretested with 35 persons. Valuable information for changes were incorporated into the instrument.

In an effort to obtain as great a response as possible, the heads of each union local sent a cover letter (Appendix B) to their membership requesting their cooperation. A postage-paid envelope was enclosed to be returned to the Southeast Florida Educational Consortium offices. Since the same survey was used for both unions, a code (1234 or 12345) was added at the bottom to make a distinction between the responses.

Additionally, the name and address of the responding member was requested for two purposes. The first is for the student to obtain further information about the colleges. The second is to use as a means of following up with information on any specific programs that resulted as an outcome of the survey.

The data collected was analyzed through the use of the Statistical Package for Social Scientists (SPSS). All questions were crosstabbed with frequency distributions for each. The crosstab of questions allowed a total evaluation of each response by any other response.

This study determined if and what the educational needs were of union members within the two locals surveyed. It was important to the institutions involved because the total membership of the AFL-CIO represents 6% of the populations of Broward and Dade Counties and serving their

needs is as important as other target groups in this area.

The survey was designed to answer a wide variety of specific questions which are listed below.

1. What specific courses and programs would hold the most interest for members of these unions?

2. Do these potential students have the time to devote to learning?

3. Where should the courses offered be taught?

4. Do the union members desire a college degree and, if so, what are their areas of interest?

5. Are union members already actively involved in higher education?

6. What level of education do these union members have?

The crosstabbing of questions provided the responses to the following questions.

1. What specific courses should be offered at the specific locations?

2. What time would be available for individual courses taught at various locations?

3. For those students who completed any level of education, what programs should be offered?

The results of these questions will form the basis for the development of recommendations for a program of educational services that will meet the needs and be taken advantage of by AFL-CIO Union members. The results also

provide the framework for other studies into other target markets. This process is an integral part of the educational policy system that colleges need to work within.

RESULTS

Of the two locals surveyed, there were 113 responses received from the 1,300 members of the International Association of Operating Engineers for a response rate of 8.7% and 311 responses were received from members of the Communication Workers of America for a response rate of 13.5%. The combined response rate for both union locals was 11.8%, totalling 424 responses. The first grouping of results will be the total responses to the questions asked in the survey instrument.

Table 1

Results of AFL-CIO Worker Interest Survey

Question 1: "Are you presently attending any community college or university?"

<u>Responses</u>	<u>Number</u>	<u>Percent</u>
Blank	2	0.4%
Yes - Credit Classes	49	11.6%
Yes - Non-Credit Classes	7	1.7%
No	366	86.3%
Total	424	100.0%

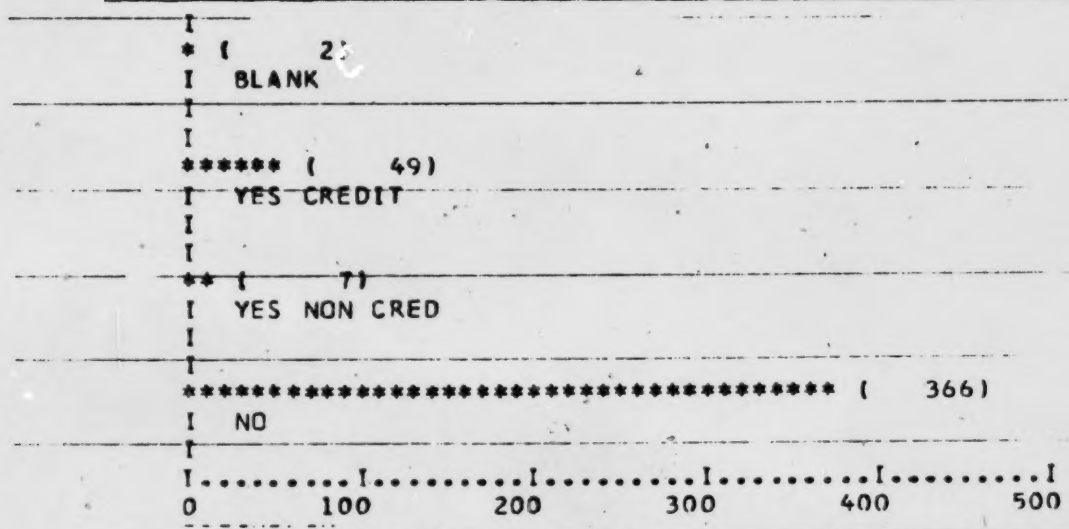


Table 1 tabulates the number and percent of respondents who are presently attending any community college or university. For example, 366 respondents or 86.3% of those who completed the survey are not currently attending these institutions.

Table 2

Results of AFL-CIO Worker Interest Survey

Question 2A: "How much time do you have to devote to learning on weekends?"

<u>Responses</u>	<u>Number</u>	<u>Percent</u>
No Time	83	19.6%
3 Hours	132	31.1%
5 Hours	95	22.4%
10 Hours	29	6.8%
15 Hours	5	1.2%
Over 15 Hours	4	1.0%
Blank	76	17.9%
Total	424	100.0%

Table 2 (Continued)

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I
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I BLANK
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***** ( 83)
I NO TIME
I
I
***** ( 132)
I 3 HRS
I
I
***** ( 95)
I 5 HRS
I
I
***** ( 29)
I 10 HRS
I
I
** ( 5)
I 15 HRS
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I
** ( 4)
I OVER 15
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0 40 80 120 160 200

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Table 2 tabulates the number of hours on the weekend that the respondents feel they would have available to devote to learning. It portrays the number and percent of respondents that indicated various time options. For example, 95 respondents or 22.4% of the respondents indicated that they could devote 5 hours to learning on the weekends.

Table 3

Results of AFL-CIO Worker Interest Survey

Question 2B: "How much time do you have to devote to learning during work week?"

<u>Responses</u>	<u>Number</u>	<u>Percent</u>
No Time	79	18.6%
3 Hours	125	19.5%
5 Hours	106	25.0%
10 Hours	55	13.0%
15 Hours	11	2.6%
Over 15 Hours	12	2.8%
Blank	36	8.5%
Total	424	100.0%

Table 3 (Continued)

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. ***** (36)
I BLANK
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I NO TIME
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I 3 HRS
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I 5 HRS
I
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I 10 HRS
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I 15 HRS
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. **** (12)
I OVER 15
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0 40 80 120 160 200

Table 3 tabulates the number of hours during the work week that the respondents feel they would have available to devote to learning. It portrays the number and percent of respondents that indicated various time options. For example, 106 respondents or 25% of the respondents indicated that they could devote 5 hours to learning during the week.

Table 4

Results of AFL-CIO Worker Interest Survey

Question 3(a): "By ranking your choices, please indicate the areas you would be interested in learning about - improve your general knowledge?"

<u>Ranking</u>	<u>Number</u>	<u>Percent</u>
First	88	20.8%
Second	99	23.3%
Third	103	24.3%
Fourth	37	8.7%
Fifth	18	4.2%
Blank	79	18.6%
Total	424	100.0%

Table 4 (Continued)

I	***** (79)
I	BLANK
I	
I	***** (88)
I	FIRST
I	
I	
I	***** (99)
I	SECOND
I	
I	
I	***** (103)
I	THIRD
I	
I	
I	***** (37)
I	FOURTH
I	
I	
I	***** (18)
I	FIFTH
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I	I.....I.....I.....I.....I.....I.....I
0	40 80 120 160 200

Table 4 tabulates the rating given by number and percent of respondents who rated "improving general knowledge" as their desire for learning. For example, 88 respondents or 20.8% rated this area as the first reason for their interest in learning.

Table 5

Results of AFL-CIO Worker Interest Survey

Question 3(b): "By ranking your choices, please indicate the areas you would be interested in learning about - learn how to communicate and deal with people?"

<u>Ranking</u>	<u>Number</u>	<u>Percent</u>
First	155	36.6%
Second	132	31.1%
Third	47	11.1%
Fourth	18	4.2%
Fifth	11	2.6%
Blank	61	14.4%
Total	424	100.0%

Table 5 (Continued)

I	***** (61)
I	BLANK
I	
I	***** (155)
I	FIRST
I	
I	***** (132)
I	SECOND
I	
I	***** (47)
I	THIRD
I	
I	***** (18)
I	FOURTH
I	
I	**** (11)
I	FIFTH
I	
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0	40 80 120 160 200

Table 5 tabulates the rating given by number and percent of respondents who rated "learning to communicate" as their desire for learning. For example, 155 or 36.6% of the respondents rated this area as the first reason for their interest in learning.

Table 6

Results of AFL-CIO Worker Interest Survey

Question 3(c): "By ranking your choices, please indicate the areas you would be interested in learning about - learn more about the business/industry in which you work?"

<u>Ranking</u>	<u>Number</u>	<u>Percent</u>
First	167	39.4%
Second	92	21.7%
Third	58	13.7%
Fourth	34	8.0%
Fifth	15	3.5%
Blank	58	13.7%
Total	424	100.0%

Table 6 (Continued)

I	***** (58)
I	BLANK
I	***** (167)
I	FIRST
I	***** (92)
I	SECOND
I	***** (58)
I	THIRD
I	***** (34)
I	FOURTH
I	***** (15)
I	FIFTH
I	I.....I.....I.....I.....I.....I
0	40 80 120 160 200

Table 6 tabulates the rating given by number and percent of respondents who rated "learning about business" as their desire for learning. For example, 167 or 39.4% of the respondents rates this area as their first reason for their interest in learning.

Table 7

Results of AFL-CIO Worker Interest Survey

Question 3(d): "By ranking your choices, please indicate the areas you would be interested in learning about - learn about retirement planning?"

<u>Ranking</u>	<u>Number</u>	<u>Percent</u>
First	16	3.8%
Second	34	8.0%
Third	50	11.8%
Fourth	81	19.1%
Fifth	126	29.7%
Blank	117	27.6%
Total	424	100.0%

Table 7 (Continued)

I	***** (117)
I	BLANK
I	
I	***** (16)
I	FIRST
I	
I	***** (34)
I	SECOND
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I	***** (50)
I	THIRD
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I	***** (81)
I	FOURTH
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I	***** (126)
I	FIFTH
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I	I.....I.....I.....I.....I.....I
0	40 80 120 160 200

Table 7 tabulates the rating given by number and percent of respondents who rated "learning about retirement" as their desire for learning. For example, 16 or 3.8% of the respondents rated this area as the first reason for their interest in learning.

Table 8

Results of AFL-CIO Worker Interest Survey

Question 3(e): "By ranking your choices, please indicate the areas you would be interested in learning about - learn about leisure time activities?"

<u>Ranking</u>	<u>Number</u>	<u>Percent</u>
First	24	5.7%
Second	47	11.1%
Third	44	10.4%
Fourth	100	23.6%
Fifth	91	21.5%
Blank	118	27.8%
Total	424	100.0%

Table 8 (Continued)

I	***** (118)
I	BLANK
I	
I	***** (24)
I	FIRST
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I	***** (47)
I	SECOND
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I	***** (44)
I	THIRD
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I	***** (100)
I	FOURTH
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I	***** (91)
I	FIFTH
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I	I.....I.....I.....I.....I.....I.....I
0	40 80 120 160 200

Table 8 tabulates the rating given by number and percent of respondents who rated "learn about leisure time activities" as their desire for learning. For example, 24 or 5.7% of the respondents rated this area as the first reason for their interest in learning.

Table 9

Results of AFL-CIO Worker Interest Survey

Question 4: "If courses could be offered when and where you needed them, how interested would you be in the following areas?"

	<u>Definitely Interested</u>		<u>Somewhat Interested</u>		<u>Slightly Interested</u>		<u>Not Interested</u>		<u>Blank</u>	
	#	%	#	%	#	%	#	%	#	%
Art/Music/Theater	77	18.2%	91	21.5%	97	22.9%	120	28.3%	39	9.2%
Business	186	43.9%	139	32.8%	55	13.0%	30	7.1%	14	3.3%
Data Processing	133	31.4%	90	21.2%	78	18.4%	88	20.8%	35	8.3%
Electronics	105	24.8%	110	25.9%	81	19.1%	92	21.7%	36	8.5%
Health Maintenance	74	17.5%	131	30.9%	90	21.2%	84	19.8%	44	10.4%
Labor Studies	87	20.5%	103	24.3%	107	25.2%	93	21.9%	34	8.0%
Personal Relations	154	36.3%	125	29.5%	72	17.0%	39	9.2%	34	8.0%
Recreation Activities	102	24.1%	126	29.7%	92	21.7%	66	15.1%	40	9.4%
Retirement Planning	67	15.8%	94	22.2%	129	30.4%	97	22.9%	37	8.7%
Science	65	15.3%	116	27.4%	92	21.7%	109	25.7%	42	9.9%
Writing Skills	114	26.9%	119	28.1%	83	19.6%	75	17.7%	32	7.5%

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NOTE: All totals (#) for each course represent 424 responses and 100%.

Table 9 tabulates the ranking of interest by number and percent for each of eleven (11) academic areas. For example, 120 respondents or 28.3% of the respondents were not interested in learning about Art/Music/Theater.

Table 10

Results of AFL-CIO Worker Interest Survey

Question 5: "By ranking your choice, please indicate where you would like to participate in the scheduled activities."

		1st	2nd	3rd	4th	5th	6th	7th	Blank	Total
At home	#	151	57	35	27	25	30	50	49	424
	%	35.6%	13.4%	8.3%	6.4%	5.9%	7.1%	11.8%	11.6%	100.0%
On college campus	#	141	83	41	31	26	19	21	62	424
	%	33.3%	19.6%	9.7%	7.3%	6.1%	4.5%	5.1%	14.6%	100.0%
At workplace	#	51	72	26	25	47	43	66	94	424
	%	12.0%	17.0%	6.1%	5.9%	11.1%	10.1%	15.6%	22.2%	100.0%
At union hall	#	17	36	26	39	43	77	78	108	424
	%	4.0%	8.5%	6.1%	9.2%	10.1%	18.2%	18.4%	25.5%	100.0%
At library	#	14	34	49	70	62	46	31	118	424
	%	3.3%	8.0%	11.6%	16.5%	14.6%	10.8%	7.3%	27.8%	100.0%
At community school	#	46	85	73	53	43	28	7	89	424
	%	10.8%	20.0%	17.2%	12.5%	10.1%	6.6%	1.7%	21.0%	100.0%
At local high school	#	51	81	77	52	36	30	16	81	424
	%	12.0%	19.1%	18.2%	12.3%	8.5%	7.1%	3.8%	19.1%	100.0%

Table 10 tabulates the ranking by number and percent for each of seven physical locations where respondents would want to take classes. For example, 151 or 35.6% of the respondents ranked taking classes "at home" as the first choice for learning.

Table 11

Results of AFL-CIO Worker Interest Survey

Question 6: "What is your highest level of education?"

<u>Educational Level</u>	<u>Number</u>	<u>Percent</u>
Less than 12th grade	24	5.7%
12th grade (High School) or GED	189	44.6%
13th grade	120	28.3%
14th grade (Associate's Degree)	47	11.1%
15th grade	20	4.7%
16th grade (Bachelor's Degree)	20	4.7%
More than a Bachelor's Degree	3	0.7%
Blank	1	0.2%
Total	424	100.0%

Table 11 (Continued)

I
* (1)
I BLANK
I
I
***** (24)
I LESS 12
I
I
***** (189)
I 12TH
I
I
***** (120)
I 13TH
I
I
***** (47)
I 14TH
I
I
***** (20)
I 15TH
I
I
***** (20)
I 16TH
I
I
** (3)
I OVER 16TH
I
I.....I.....I.....II.....I.....I
0 40 80 120 160 200

Table 11 tabulates the highest level of education for each of the respondents by number and percent. For example, 189 or 44.6% of the respondents have completed high school.

Table 12

Results of AFL-CIO Worker Interest Survey

Question 7: "Do you want to earn a college degree?"

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	279	65.8%
No	118	27.8%
Blank	27	6.4%
Total	424	100.0%

Table 12 tabulates by number and percent the desire of respondents to receive a college degree. For example, 279 or 65.8% of the respondents would like to receive a college degree.

Table 13

Results of AFL-CIO Worker Interest Survey

Question 8: "What is your age?"

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Under 21	36	8.5%
21-25	106	25.0%
26-30	98	23.1%
31-35	78	18.4%
36-40	48	11.3%
41-45	27	6.4%
46-50	14	3.3%
51-55	11	2.6%
Over 55	5	1.2%
Blank	1	0.2%
Total	424	100.0%

Table 13 (Continued)

I
* (1)
I BLANK
I
I
***** (36)
I UNDER 21
I
I
***** (106)
I 21 TO 25
I
I
***** (98)
I 26 TO 30
I
I
***** (78)
I 31 TO 35
I
I
***** (48)
I 36 TO 40
I
I
***** (27)
I 41 TO 45
I
I
***** (14)
I 46 TO 50
I
I
**** (11)
I 51 TO 55
I
I
** (5)
I OVER 55
I
I.....I.....I.....I.....I.....I.....I
0 40 80 120 160 200

Table 13 tabulates the responses by number and percent for the age of respondents. For example, 106 or 25.0% of the respondents were between 21 and 25 years of age.

Table 14

Results of AFL-CIO Worker Interest Survey

Question 9: "Sex of Respondent"

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Male	213	50.2%
Female	201	47.4%
Blank	10	2.4%
Total	424	100.0%

Table 14 tabulates the responses for the sex of the respondents. For example, 213 or 50.2% of the respondents are male.

Table 15

Results of AFL-CIO Worker Interest Survey

Question 10: "What county do you live in?"

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Broward	55	13.0%
Dade	314	74.1%
Monroe	1	0.2%
Other	1	0.2%
Blank	53	12.5%
Total	424	100.0%

Table 15 tabulates the responses by number and percent to identify the county where the respondents live. For example, 55 or 13.0% of the respondents live in Broward County.

The next section of results represents the cross-tabulation of various questions asked in the survey. These crosstabulations are essential for the determination of the types of programs and support services that can be prepared for the union members.

Table 16

Reasons For Learning

Number and percent of respondents rating 1 or 2 on a scale of 1-5 (Questions 3)

<u>Areas of Learning</u>	<u>Number</u>	<u>Percent</u>
Improve General Knowledge	187	44.1%
Learn to Communicate	287	67.7%
Learn about own Business	259	61.1%
Learn about Retirement Planning	50	11.8%
Learn about Leisure-time Activities	71	16.8

Table 16 represents the totals combined for the 1 or 2 rating of the reasons for learning. For example, 287 or 67.7% of the respondents rated "learning to communicate" as the first or second most important reason for learning.

Table 17

Do You Want a College Degree vs. Academic Interest Areas?

Yes	Definitely Interested		Somewhat Interested		Slightly Interested		Not Interested		Blank	
	#	%	#	%	#	%	#	%	#	%
Art/Music/Theater	57	20.6%	63	22.7%	63	22.7%	69	24.9%	25	9.0%
Business	144	52.0%	90	32.5%	25	9.0%	9	3.2%	9	3.2%
Data Processing	106	38.3%	70	25.3%	44	15.9%	36	13.0%	21	7.6%
Electronics	83	30.0%	72	26.0%	50	18.1%	50	18.1%	22	7.9%
Health Maintenance	52	28.8%	85	30.7%	64	23.1%	49	17.7%	26	9.4%
Labor Studies	61	22.0%	70	25.3%	68	24.5%	54	19.5%	24	8.7%
Personal Relations	119	43.0%	83	30.0%	40	14.4%	18	6.5%	17	6.1%
Recreation Activities	68	24.5%	82	29.5%	67	24.2%	35	12.6%	25	9.0%
Retirement Planning	39	14.1%	62	22.4%	89	32.1%	60	21.7%	27	9.7%
Science	46	16.6%	86	31.0%	62	22.9%	58	20.9%	25	9.0%
Writing Skills	89	21.1%	83	30.0%	57	20.6%	28	10.1%	100	6.9%
No										
Art/Music/Theater	14	11.9%	20	16.9%	27	22.9%	48	40.7%	9	7.6%
Business	27	22.9%	39	33.1%	27	22.9%	20	26.9%	5	4.2%
Data Processing	18	15.3%	17	14.4%	29	24.6%	47	39.8%	7	5.9%
Electronics	20	16.9%	30	25.4%	26	22.0%	36	30.5%	6	5.1%
Health Maintenance	20	16.9%	34	28.8%	22	18.6%	32	27.1%	10	8.5%
Labor Studies	19	16.1%	28	23.7%	30	25.4%	36	30.5%	5	4.2%
Personal Relations	25	21.2%	35	29.7%	26	22.0%	21	17.8%	11	9.3%
Recreation Activities	31	26.3%	35	29.7%	20	26.9%	24	20.3%	8	6.8%
Retirement Planning	23	19.5%	27	22.9%	30	25.4%	33	28.0%	5	4.2%
Science	17	14.9%	22	18.6%	24	20.3%	46	39.0%	9	7.6%
Writing Skills	19	16.1%	28	23.7%	19	16.1%	44	37.3%	8	6.8%

Table 17 tabulates the responses by number and percent for two questions in the survey. The results represent the relationship between the desire for a degree and the specific areas of academic interest. For example, 119 or 43.0% of the respondents who want a degree are definitely interested in "personal relations" courses and programs.

Table 18

Do You Want a Degree? Vs. Highest Level of Education

Educational Level			% Desiring Degree
	Yes	No	
Less than 12th grade	# 5 % 1.8%	16 13.6%	23.8%
12th grade	# 113 % 40.8%	65 55.1%	63.5%
13th grade	# 98 % 35.4%	20 16.9%	90.7%
14th grade (Associate Degree)	# 33 % 11.9%	10 8.5%	76.7%
15th grade	# 13 % 4.7%	5 4.2%	72.2%
16th grade (Bachelor's Degree)	# 13 % 4.7%	1 .8%	92.8%
Over 16th grade	# 1 % .4%	1 .8%	50.0%
Blank	# 1 % .4%	0 0	

Table 18 crosstabulates two of the questions asked on the survey. The results represent the relationship between the respondent's current level of education and the desire for a degree. For example, 98 or 35.4% of the respondents have completed the 13th grade and are desirous of a degree. This is in contrast to 20 or 16.9% who have finished the same grade but do not wish a degree.

A third section of results is available for further background if necessary. All the questions in the survey have been crosstabulated by every other question. The resulting computer printout is over 2,300 pages in length and will be available for use in the office of the President of Broward Community College (Dr. Hugh A. Adams). Listed below are the twelve volumes that are available by title.

Question 1 - Presently Attending
Question 2 - Time to Devote to Learning
Question 3 - Reasons for Learning
Question 4 - Academic Areas of Interest
Question 5 - Physical Location of Learning
Question 6 - Highest Level of Education
Question 7 - Desire for Degree
Question 8 - Age of Respondents
Question 9 - Sex of Respondents
Question 10 - County of Residence
Information Request - By College
Results Tabulated by Individual Union Local

CONCLUSIONS

Based upon the tabulated responses for the 424 union members who responded to the survey, the following conclusions were reached.

1. The vast majority of respondents (86.3%) are not presently attending a college or university (Table 1).

2. In looking at the time available for learning on the weekends, the respondents indicated that 31.4% would have over 5 hours to devote to learning and an additional 31.1% would have 3 hours. Therefore, a total of 62.5% of the respondents would have over 3 hours on the weekend to devote to learning (Table 2).

3. In looking at the time available for learning during the workweek, the respondents indicated that 43.4% would have over 5 hours to devote to learning and an additional 29.5% would have 3 hours. Therefore, a total of 72.9% of the respondents would have over 3 hours during the workweek to devote to learning (Table 3).

4. 20.8% of the respondents rated "improving general knowledge" as the number one reason for learning (Table 4).

5. 36.6% of the respondents rated "learning to communicate" as the number one reason for learning (Table 5).

6. 39.4% of the respondents rated "learning about the business you work in" as the number one reason for learning (Table 6).

7. 3.8% of the respondents rated "learning about retirement" as the number one reason for learning (Table 7).

8. 5.7% of the respondents rated "learning about leisure activities" as the number one reason for learning (Table 8).

9. The academic areas listed in the survey were rated differently in terms of respondent interest (Table 9). Those academic areas rated with either a "definitely or somewhat interested" are as follows indicating the percent of respondents with the rating:

Business	76.7%
Personal Relations	65.8%
Writing Skills	55.0%
Recreation Activities	53.8%
Data Processing	52.6%
Electronics	50.7%
Health Maintenance	48.4%
Labor Studies	44.8%
Science	42.7%
Art/Music/Theater	39.7%
Retirement Planning	38.0%

Those academic areas rated with a "definitely interested" are as follows indicating the percent of respondents with the rating:

Business	43.9%
Personal Relations	36.3%
Data Processing	31.4%
Writing Skills	26.9%
Electronics	24.8%
Recreation Activities	24.1%
Labor Studies	20.5%
Art/Music/Theater	18.2%
Health Maintenance	17.5%
Retirement Planning	15.8%
Science	15.3%

When the areas of academic interest were received with an eye toward the level of education that the respondent had, it was found that the differences were minimal. The real significant variable appeared to be the desire for a degree.

10. The physical locations for learning listed in the survey were rated differently in terms of their desirability (Table 10). Listed below are those physical locations which rated either first or second along with the rating percentage of the respondents.

On a college campus	52.9%
At home	49.0%
At local high school	31.1%
At community school	30.8%
At workplace	29.0%
At a union hall	12.5%
At a library	11.3%

Listed next are those physical locations which ranked first along with the rating percentage of the respondents.

At home	35.6%
On a college campus	33.3%
At local high school	12.0%
At workplace	12.0%
At community school	10.8%
At a union hall	4.0%
At a library	3.3%

11. Only 5.7% of the respondents had not completed high school. The vast majority of respondents had just completed high school (44.6%) and an additional 28.3% had completed the 13th grade (Table 11).

12. The majority of those union members responding are desirous of obtaining a degree (65.8%) (Table 12).

13. The top two reasons for wanting to learn are to learn how to communicate and deal with people (67.7% in Table 5) and to learn about the business they are in (61.1% in Table 6).

14. There is a definite difference in the

commitment to various academic subject areas dependent upon the desire for a degree. When a degree was not desired, the interest toward any academic area was very low in every case; but when a degree was desired, there is a definite commitment to various academic areas (Table 17).

15. When a person has an investment in higher education already, they tend to want to pursue the education to a degree. For example, of those respondents who completed the 13th grade, 90.7% are desirous of obtaining a degree (Table 18).

16. One of the variables that would indicate the need for education at the college level would be the level of education that has already been attained. 66.3% of the IUOE and 44.4% of the CWA responding members have completed only a high school education or less.

17. Another variable that would indicate a commitment to education would be the desire to obtain a degree. In total, it was found that 65.3% of the respondents desired a degree. There was a sharp contrast between the two locals surveyed. Even though the CWA members have a higher level of education, they seem to be more desirous of a degree. 71.4% of CWA and 48.7% of the IUOE responding members indicated they would desire a degree.

18. There was a sharp contrast between the age of respondents from each union local. 63.7% of the respondents from the CWA were below age 30 while 62.8% of the IUOE were above the age of 30.

RECOMMENDATIONS

1. Recommend that literature be sent by the Colleges to the 225 students that requested further information.

2. Recommend that these names be retained for further use if a program is developed specifically for AFL-CIO union members.

3. Recommend that a program be developed to try to meet the needs described by union members. The potential seems to exist based upon the responses from the two locals surveyed. There are reported to be 157,000 AFL-CIO union members in Broward and Dade Counties. There was only an 11.8% response rate to the survey from the two locals. If all were surveyed, the response may have been 18,526. 86.3% of the respondents were not currently attending college. This amounts to 15,988 potential students. 65.8% of the respondents were desirous of a degree. This amounts to 10,520 students who perhaps would be committed to obtaining a degree at various levels.

4. This program should be coordinated through the Southeast Florida Educational Consortium as a special outreach program with the full support of academic divisions of the colleges. With the common course numbering at the public colleges and with the agreement of the private colleges, there could be students registered in existing classes that would be part of one joint program.

5. The promotion of the program would be through the AFL-CIO with their support. The basic outline of the first effort should consist of the following.

a. This would be a four-year track program which would lead to a degree. The degree would relate to the students' individual major.

b. The thrust of the program would be to (1) learn to communicate and deal with people and (2) learn about the business you work in.

c. The types of programs developed would concentrate in the areas of (1) business, (2) personal relations, (3) data processing, (4) writing skills, and (5) electronics.

d. The program should consist of classes that would be offered in smaller blocks than the traditional full-time attending student. The classes should be in 6 or 9 credit hour blocks each term offered both during the week and the weekends.

e. It would be advisable to offer courses through a combination of on-campus, independent study, television and radio programs.

f. This program could be tailored to the union worker with an overall schedule of classes but yet utilize the existing offerings of the individual colleges and universities.

6. The differences between individual union locals would have to be determined because differences would alter the offerings in this program.

7. Recommend that the Southeast Florida Educational Consortium Task Force on Non-traditional Education study the other material in the survey results to determine any other variables that may affect program planning.

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last on front

BIBLIOGRAPHY

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APPENDIX A
AFL-CIO WORKER INTEREST SURVEY

51

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see index

In cooperation with your union, area colleges would like to offer courses and other learning opportunities at times and places convenient to you. Many adult working people can earn degrees or attend programs of interest to them without taking away from time needed for personal or job responsibilities. Please answer the questions below. Your answers will be considered in our planning.

① Are you presently attending any community college or university?

- _____ (a) Yes - Credit Classes
 _____ (b) Yes - Seminars
 _____ (c) Yes - Non-Credit Classes
 _____ (d) No

② How much time do you have to devote to learning?

	(a) No Time	(b) 3 hrs	(c) 5 hrs	(d) 10 hrs	(e) 15 hrs	(f) More than 15 hrs
2A On Weekends	_____	_____	_____	_____	_____	_____
2B During Work Week	_____	_____	_____	_____	_____	_____

③ By ranking your choices (1 equals first choice, 2 equals second choice, etc.) please indicate below the areas you would be interested in learning about.

- _____ (a) improve your general knowledge (such as art, literature, history, drama, music, science)?
 _____ (b) learn how to communicate and deal with people (such as speech, psychology, human relations, writing skills)?
 _____ (c) learn more about the business/industry in which you work?
 SPECIFY INDUSTRY _____
 _____ (d) learn about retirement planning?
 _____ (e) learn about leisure time activities (such as tennis, golf, etc.)?

④ If courses could be offered when and where you needed them, how interested would you be in the following areas?

	(a) Definitely Interested	(b) Somewhat Interested	(c) Slightly Interested	(d) Not Interested
4A Art/Music/Theater	_____	_____	_____	_____
4B Business	_____	_____	_____	_____
4C Data Processing	_____	_____	_____	_____
4D Electronics	_____	_____	_____	_____
4E Health Maintenance	_____	_____	_____	_____
4F Labor Studies	_____	_____	_____	_____
4G Personal Relations	_____	_____	_____	_____
4H Recreation Activities	_____	_____	_____	_____
4I Retirement Planning	_____	_____	_____	_____
4J Science	_____	_____	_____	_____
4K Writing Skills	_____	_____	_____	_____
OTHERS _____	_____	_____	_____	_____
_____	_____	_____	_____	_____



⑤ By ranking your choice (1 equals first choice, 2 equals second choice, etc.), please indicate where you would like to participate in the schedule activities.

5A _____ at home (by television, radio or independent study)

5B _____ on a college campus

5C _____ at your workplace

5D _____ at a union hall

5E _____ at a library

5F _____ at a community school

5G _____ at a local high school

⑥ What is your highest level of education?

_____ (a) less than 12th grade

_____ (b) 12th Grade (High School) or GED

_____ (c) 13th Grade

_____ (d) 14th Grade (Associate's Degree)

_____ (e) 15th Grade

_____ (f) 16th Grade (Bachelor's Degree)

_____ (g) More than a Bachelor's Degree

⑦ Do you want to earn a college degree?

_____ (a) Yes

_____ (b) No.

⑧ What is your age?

_____ (a) Under 21

_____ (b) 21-25

_____ (c) 26-30

_____ (d) 31-35

_____ (e) 36-40

_____ (f) 41-45

_____ (g) 46-50

_____ (h) 51-55

_____ (i) Over 55

⑨ _____ (a) Male

_____ (b) Female

⑩ What county do you live in?

_____ (a) Broward

_____ (b) Dade

_____ (c) Monroe

BROWARD COMMUNITY COLLEGE
FLORIDA ATLANTIC UNIVERSITY
FLORIDA INTERNATIONAL UNIVERSITY

MIAMI-DADE COMMUNITY COLLEGE
NOVA UNIVERSITY
UNIVERSITY OF MIAMI

If you would like further information about the programs at any of the above colleges, please circle the name and fill in below.

Name _____

Address: _____

APPENDIX B
LETTERS FROM UNION LEADERS TO WORKERS

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61



International Union of Operating Engineers⁵⁵

LOCALS 675, 675B, 675A, 675C, 675D

3101 SOUTHWEST 8th AVENUE

PHONE: 522-8506

FORT LAUDERDALE, FLORIDA 33315

Dear Sir and Brother:

Enclosed you will find a survey from some major local colleges and universities. They are interested in learning whether there is an interest by union members in the services they can provide. This survey will help them learn what you might be interested in and where to offer these programs and courses specifically for you.

We, as a union, are committed to advancing each individual's potential and we therefore request your cooperation in completing the survey and returning it as soon as possible.

Thank you for your attention and cooperation.

Fraternally yours,

Dennis J. Walton
Business Manager

DJW/sab

Enclosure



Local 3122

Dear Sir and Brother:

Enclosed you will find a survey from some major local colleges and universities. They are interested in learning whether there is an interest by union members in the services they can provide. This survey will help them learn what you might be interested in and where to offer these programs and courses specifically for you.

We, as a union, are committed to advancing each individual's potential, and we therefore request your cooperation in completing the survey and returning it as soon as possible.

Thank you for your attention and cooperation.

Fraternally yours,

A handwritten signature in dark ink, reading 'Rodney A. Coile', is written over a horizontal line.

Rodney A. Coile
President Local 3122

RAC:b1
opeiu No. 128